

American Association of School Librarians

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NEWSLETTER

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CASE STUDIES OF ADOLESCENTS' CHOICE IN READING

Katherine Moses

Head of the Department of English
Rapid City Senior High School
Rapid City, South Dakota

One who has taught for a period of twenty years often ponders over what governs adolescents' choice of the books which they read to meet classroom requirements. As a school librarian this year I am verifying some earlier suppositions, acquiring new ideas, and promoting further suggestions as a means of reading guidance. Primarily, in either capacity one is interested that whenever a child reads from choice or obligation, the experience shall be satisfying in what he himself can call a "good book."

This goal lays open the possibility that immature judgment, lack of background, or poor taste may result in reading that is time-wasting, even detrimental. Here, the school library is, at once, a source and a shield. A situation is created where the easiest means of access to books is in the school library, and the books accessible have been chosen by a librarian who considered their worth in terms of the usually limited budget. The remaining factor is the availability on the shelves of books that the students wish to obtain. (The more popular the book, the greater its circulation.) On the other hand, opportunity to browse, classlists in hand, often settles a choice where there has been no special title in mind.

My personal experience with pupils' reading has been with youngsters in tenth and twelfth grades. For several years I have taught twenty-five to thirty sophomores. After an interval of a year they return to me among about two hundred and fifty seniors registered for English literature. In that ratio of one in ten I have studied intellectual growth and maturity. Factors of intellectual capacity, home background, and reading habits make it apparent that some children will read beyond their years in tenth grade (although often with a lack of real understanding,—as discovered in visiting with them concerning the books on their choice). Moreover, for some students books of early adolescent level fully understood were more valuable reading experiences, even in the senior year.

From classroom experience it seemed that the following factors in order helped students to make choices of the two books required each semester. Many read more than the two books.

1. A friend's recommendation—which might range from "That's a good book" to "Not bad." "It's easy."
2. A title suggested in class discussion as a part of biography study, literary type, or period literature.
3. A card index file of student-recommended titles, briefly stating, "This is a book about ——" and "I liked the book because ——".
4. Bibliographies, reading lists, annotations.
5. A title recommended in class for its value in College Entrance requirements.
6. The selection of a book from the Teen Age Book Club, which is then recommended as acceptable for credit.
7. A sampling while browsing, or a brief selection in an anthology.

8. Sheer necessity to find a book and read it by the deadline designated.

From some of these reasons students brought in their chosen books for a visit and comment, or to tell their classmates.

In the library other observations have been added. Particularly in the freshman and sophomore years the librarian is asked to help find a "good" book, and the librarian's recommendation is often accepted though the book may not truly appeal. When students finger books, it will be first to look for illustrations, frequently to check the card to see if many (and who) have wanted the book before. Titles do not sell as much as one would believe. In specific subject matter, authors may be a guide. Apparently the location on the shelf is recognized rather than an author's name. Most of all, one finds that fiction is sought in categories: dog stories, horse stories, sport stories.

Against this practice of seeking aid one admires the independent reading and development which leads to *Les Misérables*, *Wuthering Heights*, *Great Expectations*, *Pride and Prejudice*, *Quentin Durward*, and Shakespearean plays.

From teaching experience and also from a librarian's experience may I present a few case studies from the past two years:

Doris and Walborg were steady customers of the Teen Age Book Club in the tenth grade. From their purchases they told me about *We Took to the Woods*, *Anything Can Happen*, and *Anna and the King of Siam*. Doris was mature for tenth grade, educated through our school system. Walborg was from a ranch and a country school, shy, immature, but rated very high in mental ability. As close friends they bought and read the same books. However, Walborg added *My Friend Flicka* and *Ramona*. Again, in their senior year Doris' leadership led to *The Boy's Life of Colonel Lawrence*, which Walborg admittedly did not care for. Upon suggestion, she chose for herself the next time. Her choice was Jane Austen's *Emma* while Doris read *The Hunchback of Notre Dame*. Both had satisfying experiences. Walborg is now in the state university on a scholarship. Doris is employed in clerical capacity.

The books sold through the Teen Age Book Club were not all accepted for class credit. Judges for their selection are scholarly, capable people. Margaret Scoggin, Young People's Specialist of the New York Public Library, and Richard J. Hurley, Past President of the Catholic Library Association, represent library interests, with three other members representing the National Council of the Teachers of English. Nevertheless, it seemed valuable to me to teach a discrimination between a selection for pure pastime and leisure reading, and one for classroom credit. Whatever might be on our established reading lists, or recommended in Standard Catalogs to a point of adding to the lists, served for credit purposes.

Sonya prized highly her *Pocket Book of Great Operas* purchased through TABC, and from that experience bought pocket books of verse and of Shakespeare's plays. With a collector's instinct she developed a little library of resource material for her college freshman English.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

Headquarters Address:

American Association of School Librarians
Division of American Library Association
50 East Huron Street
Chicago 11, Illinois

Officers:

Miss Laura K. Martin, President
Miss Mary Lee Keath, Vice-President, President-Elect
Mrs. Margaret Walraven Reid, Past President
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John, a very brilliant student, was so engrossed in music, photography, and science that he turned to literature only to meet requirements. His senior choices were *Othello* and *Of Human Bondage*. He had time for neither lighter reading nor long Romantic or Victorian novels. His perceptions upon the reading he selected were keen, penetrating, and mature. The books were taken from the home library.

Jacqueline bought many titles from TABC. She offered none of them for credit in her senior year, though she said she read almost all that she bought. For class she, neither fully sidetracked by leisure reading nor inspired to anything too solid, chose *Cluny Brown* and *Wuthering Heights*.

In an average group it became a matter of interest to me that six students greatly enjoyed *Les Misérables*, several moving into it after reading *Scaramouche*, upon my recommendation. The step from Sabatini to Hugo seemed natural and most satisfying. *Scaramouche* is always available for purchase as an "Old Favorite" in TABC.

In the library I sought cooperation of several sophomores whom I did not know nor teach, but whom I discovered to be drawing on our shelves for their reading.

Bertha came in every day or two, changing books. Upon request she kept a list of this free reading for a month. Then we talked about her list. She was a "subject" reader, depending almost entirely upon our high school library. The first eight books were on horses: cow ponies, race horses, Arabians, wild horses, an army horse, and a farm horse. Her reason for this preference seemed to center around the fact that she owned a horse, horses had personalities, one had to talk to them and establish trust. To this preference she added "girls'" stories; *Paintbox Summer*, *Clover Creek*, and *Sue Barton*. They were "All right, because they pictured happiness." *Winter Wheat* did not appeal; "There was too much unhappiness." I suggested *Song of the Pines* and *Tide-water Valley* of the Land of the Free series. Her reaction was enthusiastic praise. At fifteen, in and out of our city system through previous years, Bertha is an avid reader who must be guided into variety of diet and reality of experience.

James, also fifteen and in the tenth grade, patronized us frequently. He too kept a record of his selections for a month. This steady reader was also a subject reader, on adventures of the sea. Fiction and non-fiction were both chosen if the cover indicated a sea story. He preferred the more mature biography, *Captain Paul*, to the juvenile treatment in *I've Just Begun to Fight*. Captain Grant's autobiography, *The Half Deck*, was warmly recommended. Howard Pease's tales were preferred to *Captains Courageous* because of more recent backgrounds. Vocabulary also entered

into the choice, as it did against *Moby Dick*. A fair balance of outdoor land adventure appeared, such as *Starbuck Valley Winter*. Of four books returned from holiday reading he expressed favor for *The Sea Wolf*. This time the reason was that the rest seemed too juvenile. Maturity is developing. Yesterday he plead to take a TABC copy of *The Raft* I happened to lay down on the library desk. He'd missed that, and it was good! Today I suggested *Seven Came Through* next. It wasn't in.

Donn had been in a small-community school the last six years. At fourteen he is in my sophomore class, physically very immature, mentally well informed. Donn stays with grandparents of bookish nature and his reading is largely from home libraries and the TABC books that he is buying. An interest cultivated by parents and grandparents in Indians of the Missouri valley has led to subject reading. Shannon Garst's treatment of western heroes is too fictionized for him. At fourteen he prefers the meat and documentation of *Crazy Horse* and *Old Jules* by Sandoz. However, critical judgment is variable. Zane Gray is "all right," *Wagon Westward* is "good," Rutherford Montgomery writes "too juvenile material." This western literature is combined with Conan Doyle, research studies in electricity, reading on guns and firearms, and western badman stories. A restless intellectual curiosity is yet to be guided for selective reading.

Melissa is in my industrial-relations group, as she spends forty hours a week on a job. Distinctly Sioux, she has been educated largely in special schools for Indian children. On a Reading Circle she shows a preponderance of reading in personal development, occupations, romance, home and school. None are truly classics, but she seems to have balanced a desire to improve her position, read about her people, lose herself in recreational lighter literature, and prepare herself for child care and home management. She buys for recreational reading regularly from the TABC.

Jerry, of the same group, spends forty hours a week in a round house, servicing locomotives. For several years he has chosen only books on transportation and railroading. At one time he opposed meeting a requirement because he'd "read all the books about railroads in the library." (He had; his name was on the cards!) However, through TABC he managed *Kim*, and showed a good deal of enthusiasm for the *Red Badge of Courage*.

Thus it seems that in classroom or library the presence of readable titles at small or no expense has great value. This TABC material is truly expendable, to serve a passing interest or become an introduction to better material. Whatever the means may be, to encourage good reading nurtures young minds. Therein lies real satisfaction.

POCKETBOOK EDITIONS FOR YOUR LIBRARY

Johanna Wiese
Henry Ford Trade School
Dearborn, Michigan

Have you ever stopped to think how many good titles are available in inexpensive paperbound editions—the pocket-books? If you are a busy teacher-librarian, why not invest in a number of the standard titles in this attractive format and see how well they are received by your students. Think of the number of books you can purchase for a few dollars.

Ordering and processing are comparatively simple. You need only to mark a check-list of titles and send a check or money order. Cataloging need consist only of a list of the

titles you have purchased. Do not bother with catalog cards for titles. Make a book card for each title by typing the title only on the top of the card along with some mark for second copy when needed. After this simple processing the book is ready to circulate. Place them together on a shelf, and observe the interest shown by students. Instruct the students to fill out the book card by themselves and to leave the card in a special box. After a book begins to wear out and seems no longer useful, discard it. Replace with a new copy if you believe that there is still sufficient demand for the title.

There are a number of current references to the use of pocketbook editions in such magazines as the *Library Journal*. Students have chosen most of the supplementary reading for American and English Literature in the Henry Ford Trade School Library at Dearborn from the pocketbook editions. Close observation and experience reveals that the students, boys in the teen-age group, are very much interested in these, even more so than in the standard editions. The students find the pocketbooks easy to carry along with their heavier textbooks, and the books can be read while the students ride to work in cars or on the bus.

The Henry Ford Trade School Library also has a number of titles in other subject fields in the pocketbook edition. Available on a shelf near the entrance, these books are also very popular. They invite reading because they are not FORMIDABLE.

MOBILE BOOKS

Irene M. Sherk, Librarian
Meeker Junior High School
Greeley, Colorado

To keep books moving for a variety of benefits to its patrons is the principal objective of school libraries. Our elaborate plans for Book Week, a Spring Book Festival, a Book Fair or Carnival are familiar means of challenging reader interest. There is need beyond these occasional impressive affairs, however, for sustaining day-to-day reader satisfaction. Many simple ideas for promoting this purpose are needed for the spare-moment schemes which also result in increased satisfaction in the use of books and materials.

Vivian Tilden, Librarian in Huerfano County High School, in Trinidad, Colorado, reports success in using a contest on "My Favorite Book," sponsored by the school Library Science class, near Valentine's Day this year. To stimulate interest, small red hearts in booklet form were used as ballots. To these, students signed their names and the titles of their best-liked books. These small red hearts were arranged around a larger red one labelled in white letters with the caption, "My Favorite Book." Votes of the Library Science students were written in white ink on the large heart. Mounted on the library tack board, this colorful display aroused great interest. Results gave first place to *Smoky*, by Will James and second to *The Robe*, by Lloyd Douglas. Other favorites, indicating wide ranges in student choice, included *Gone With the Wind*, *Bambi*, *Skymountain*, *Sister Carrie*, *Biography of a Grizzly*, *Spring Comes Riding*, *The Running Thread*, *Little Women*, *The Cardinal*, *They Loved to Laugh*, *Backboard Magic*, *The Adventures of Huckleberry Finn*, and *Johnny King, Quarterback*.

The Library Club of North Junior High School in Colorado Springs, Colorado, conducts an effective publicity program, as reported by the librarian, Olive Haun. One

activity which they sponsored was a book quiz contest, conducted through the home rooms. Each morning they placed two questions about the books in the school library in the boxes of home room teachers. These were answered in the rooms by anyone who could do so, and the results were tabulated in the library. A large chart representing the solar system recorded results each day, with tiny space ships moving toward the most remote planet. The home rooms which won the contest were allowed to select one book for purchase by the library.

Another method used by this club in carrying library interest into the home room was that of a bulletin board contest. In this, each room arranged a bulletin board display with book jackets from the library. The most artistic and effective display won. Results in requests for books were continued long past the book week which this device recognized.

Professor G. Robert Carlson, of the University of Colorado English Department, speaking to the Library Section meeting of the Colorado Education Association in October, 1951, presented thought-provoking ideas for meeting readers' needs. In visits to high schools throughout the state, he has noticed what he terms "blocks" to accessibility of books. For removing such blocks, he suggests taking books and book publicity out beyond the library walls to every place where students gather, for whatever school purposes they may be used: to the gym and the playground, to the various classrooms, and to the meeting places of activity groups. Along with this idea go familiar ones to us all of the need for keeping in touch with subject fields and student interests, for timeliness in book-selling procedures.

Classroom teachers are pleased to co-operate in stimulating interest in books through games and quizzes prepared in the library for use with classroom groups. A few minutes spent with book-readers similar to the "Information Please" radio program stimulates requests for certain titles. A question based on a well-known book should be answered by author, title, and name of characters. *The Wind in the Willows*, by Kenneth Grahame, suggests the question, "Three animal friends, who lived by the river, were upset by an automobile while taking a ramble in a cart."

Bibliographies made available for their use are popular with students as guides to reading selection. This applies whether the book selection is made for classroom assignment or in meeting personal interests.

The location of printed bibliographies and the method of using them should be made known to students. They enjoy selecting from the titles recommended in *Gateways to Readable Books, America, Past and Present*, the *Readers' Choice of Best Books* section of *Wilson Library Bulletin*, and from publishers' lists of historical fiction and other supplementary reading which accompany such Social Studies textbooks as *Living In Our America*.

Titles from the school collection listed by interest areas of students repay the librarian for the effort in making them. Lucile Anderson, the high school librarian in Lamar, Colorado, is joint author with Marguerite Gaspar, of Santa Maria, California, of *Perhaps I'll Be; An Annotated List of Career-Minded Fiction and Some Exceptional Non-Fiction*. This list was prepared for use of students in Santa Maria Union High School and Junior College, where Miss Ander-

son was formerly associated with Miss Gaspar. Popularity of the series is evidenced by the fact that three hundred mimeographed copies were distributed throughout the United States and Canada.

Students take pride in giving service to their school library and their class groups through drawing up title and author lists. These may be fitted to a particular study area or to other kinds of group interests.

In an elementary school in Greeley, when a class was working on a unit on China, a fourth-grader appeared with a complete list of books on the subject, available in the children's collection of the public library.

In our Meeker Junior High School library, girls have volunteered in making a list of career fiction, and another of books and other materials concerning nursing careers. Bibliographies, continuously added to, are kept in fields relating to subject units. A current one being undertaken by ninth-graders is a follow-up of social studies interest in courts, political parties, and juvenile delinquency.

Other subjects for which such lists are a helpful device relate to the organization and activity interests of students, as well as personally based areas of interests. Some which predominate in our school are inter-planetary voyages, sports, teen-age romance for girls, wildlife and trailcraft, guns, and forestry. Kept on file, or mounted in an accessible place, their power is great for circulation promotion and reader satisfaction.

Recently our seventh-graders have worked enthusiastically in preparing and displaying annotated bibliographies of their favorite fiction selections. "World War II Books," "Gateway to Books About Horses," and "Books About Yung Girls of Mountain Regions" are examples.

One of the greatest influences with students in selection of books is the recommendation of their peers. Following are a few which have had such influence when placed on display:

"Godin, Peggy. *Clementine*. N.Y.: E. P. Dutton. 1946. This girl meets both love and life."

"Pease, Howard. *Shanghai Passage*. Garden City, N.Y.: Doubleday and Co., Inc. 1947.

A tale of mystery and adventure on the high seas, in which Stuart Ormsby is shanghaied aboard the tramp steamer, Nanking, bound for ports on the China coast."

"Anderson, A. M. *Wild Bill Hickok*. Chicago: Wheeler Publishing Co., 1947.

A famous lawman fights for law and order and tries to escape being shot in the back by many outlaws."

Swiftly passing events on the school, the local, state, or national scene call for simple devices for recognizing them. Displays of books, book-jackets, pictures, lists, posters, pamphlets and clippings need to be given timely relationship to the National Assembly program, the classroom film, special days and weeks being observed in the schools and the community.

In Colorado, during 1951, the seventy-fifth anniversary of statehood and the publication of the Library of Congress concerning its exhibition in observance of that event were inspiration for library publicity programs.

The best time to display one of Maureen Daly's popular books for girls is when a reading from it has been given in the assembly program. The math teacher will welcome the chance to meet the library's purposes along with his own by selling Jeanne Bendick's *How Much and How Many; The Story of Weights and Measures* at the time he is showing a film on weights and measures. Promotion by the science

teachers in calling attention to an article by Willi Ley in Popular Science has kept our copy of *The Conquest of Space* in constant demand for several months.

Current magazines may be useful in promoting new books titles. Annotated lists such as those in the American Girl can be marked by students to indicate the library's ownership of that book or others by the author.

Radio programs and current movies will provide a basis for some temporary book displays. If you will post a list of the programs presented on the NBC "Carnival of Books" and display the books or book-jackets there will be immediate demand for the books.

The recent announcement of *Ginger Pye*, by Eleanor Estes, and of *Finders Keepers*, by Nicolas Mordvinoff, as winners of the Newbery and Caldecott awards, respectively, for 1951, presents the opportunity for reviving interest in those of previous years. Past winners may be displayed, a complete list of winners together with the history of the awards may be posted, or a list of other books by the author and illustrator may serve instead. A home room or an English teacher alert to reading interests may want to read the book to a class or assign a student to review it.

In every phase of promoting and holding student interest in using the library's resources, active participation is a vital element. When a student has recommended a title for purchase, he is interested in knowing when the copy arrives in the library. A feeling of personal worth through serving the school group is achieved by means of an announcement in the daily school bulletin or in the school newspaper, giving the name of the student who recommended the purchase. This student is made secure in his friendship for the school library when he is notified by the staff that the book or magazine he recommended is ready for his use.

Limitations of space for displays and for storing materials to dress up exhibits vary in the schools. For many of us the need is for small areas and few articles. A space of some kind can always be found, however, where some of the students may show their hobby collections. A device recently seen by this writer which would lend itself to repeated use with variations was that of small plastic trees, from the branches of which small folders in many colors were suspended, each one bearing the title of a popular book.

Our mutual aim in school library service is mobility of the collection of materials in all forms, and reader satisfaction in their use. We vary in type of school and community, in factors of time, budget, staff, and personal abilities. Whatever the particular situation, books must be made known to readers. Effective measures are possible for improving accomplishment in bringing readers and books together. Value in using simple devices such as those suggested here will be found in the measure of results from their use, through cooperation of librarians with students and teachers. The well-loved books are mobile books, and seldom are found resting on the shelves.

Training Bulletins, School Series. Federal Civil Defense Administration. Request reprints from your state civil defense authorities. The bulletins are designed to help teach youngsters to understand the nature of and the need for civil defense, and to suggest activities which can be carried on both in and outside the school in increasing that understanding.

FLAGLER STARTS MEMORIAL LIBRARY FUND

**Mrs. Pearl Shaw, Classroom Teacher
Seventh Grade, Flagler School,
Flagler, Colorado**

For several years Flagler, Colorado has held a fall festival in September, called Flagler Day. It begins with a parade of floats led by the high school band down Main street. A free western barbecue is held in the park, followed by some kind of entertainment in the afternoon.

An air show was scheduled for September 15, 1951. It was a beautiful day, and a crowd of nearly a thousand had come to see the show. What was to have been a gay time immediately turned into tragedy. A stunting plane plunged into the crowd, killing twenty persons, seven of whom were school children all belonging in the first eight grades. Flagler has a population of 850, with nearly 300 students in the public school. Nearly every family in the community was affected directly or indirectly. Just a month later the high school building burned, destroying most of the library books. This was a blow to the community, but nothing to compare to the heartbreaking experience that had happened the previous month. Flagler people had courage. They would not sit down and wait about their disasters.

At the meeting of the Parent Teachers Association someone suggested that something should be done to start a fund to rebuild the library, and from that suggestion came the idea for a memorial library fund. What more fitting tribute could be made to the memory of these seven school children than books?

The entire community accepted the idea with enthusiasm, and soon contributions, ranging from one to fifty dollars, came from individuals and organizations. Almost every organization in the town and community has contributed. One or more groups from the four local churches, Congregational, Catholic, Baptist, and Lutheran have added to the fund, and one Sunday School class of small girls gave five of the six dollars in its treasury. The American Legion, the Legion Auxiliary, Lions Club, all the home demonstration clubs, the lodges, and most of the social groups, such as card and dance clubs have donated generously.

A committee of six members, three of whom are teachers, meet once a week to select books for both the grade and high school. The committee sponsored a game party in February which netted four hundred dollars. It was so successful that another one is planned for the summer.

The fund is now slightly more than one thousand dollars. Thirty dollars of this amount was given by friends to purchase books, rather than flowers, in memory of John Neimann, the custodian of the high school building for many years. He suffered a fatal heart attack at a basketball game in February. He had been so proud of the library fund and had helped to make the game party possible.

In addition to money, books have been contributed. Two boxes of books came from Oberlin College. The Foundation Valley School, a boys' school near Colorado Springs sent a slightly used set of encyclopedias. Miss Vivienne Worley, principal of one of Denver's grade schools, has sent more than a dozen books which will be useful. Others have promised books when the new building is completed.

The members of the committee are having a lot of fun selecting books. It isn't every day that one has a thousand dollars to spend for books.

FROM THE PRESIDENT:

As most professional people know, correspondence can be both exhilaration and burden. I would not wish to relieve the five weeks of this spring in which I answered headquarters mail, but now that I have happily turned the work back to Mrs. Simmons, I realize how much I learned about the relationships of the American Library Association to member and non-member librarians.

Prompt and careful attention to this correspondence is not only a method of increasing membership, but study of it is a continuing revelation of the kind of future projects we should consider, from preparation of a leaflet for elementary school children who want to help operate their school libraries, to stimulation of research on comparative costs of classroom libraries with centralized ones.

Wherever the inquiry came from a state which had a school library supervisor, the reply included a reference to that person. In some cases, the president of the school library association in that state could be referred to for further assistance. *School Activities and the Library* went out in almost every envelope, and the leaflet on how to start a rural school library prepared by the Michigan State Library was also frequently enclosed. A new leaflet on how to order books, prepared by the Kansas Association of School Librarians, and distributed by the Kansas State Teachers' Association, has been requested for similar use.

I hope that every association or agency which prepares such materials in the future will send copies to AASL headquarters, and to the editor of the newsletter, so that these may have the wide distribution they deserve. In this busy life, there is enough work for all associations so that duplication should be scrupulously avoided. State school library supervisors have for several years exchanged their materials regularly, and this cooperation needs to be broadened in several directions.

In preparing this letter for the last newsletter during my presidency, I was tempted to devote all my attention to a statement of the things we ought to do better another year, but since the areas in which improvement is needed are not only numerous, but must be apparent to many members, I will merely list a few. First, we shall surely have ballots out and election returns counted, much earlier in future years. New officers should be announced in the May issue of our publication. It should be possible to have a complete list of state assembly members by midwinter, with only minor revisions made for the summer conference. Mrs. Simmons and the officers hope to have statements of the functions of our committees ready for discussion and possible approval at the summer conference.

It should be possible for improvements in many areas to be made in the years to come, but I say with conviction that it will be difficult for the newsletter committee to produce a newsletter which better reflects the interests, the talents, and the responsibilities of our membership than did the March issue. In my estimation, the members have set themselves a standard which it will be hard to surpass.

The program of the New York conference is given elsewhere in this issue. I look forward to our summer meeting with the greatest expectation of good fellowship and professional stimulation. Please come prepared to offer your constructive criticisms so that our meetings may serve their primary purpose of strengthening the association's effective and practical service to school librarians.

My cordial greetings to all of you—Laura K. Martin.

AASL CONVENTION PROGRAM AND NOTES

President, Laura K. Martin, Department of Library Science,
University of Kentucky, Lexington
Theme of program—BOOKS: Pathway to World Understanding

Sunday, June 29, 3:00 P.M.

AASL Board of Directors open meeting with State Assembly,
ALA Council representatives.

Monday, June 30, 8:45 A.M.

Business Meeting

Monday, June 30, 5-6:30 P.M.

Reception given by the Children's Book Council, Harcourt
Brace & Company, American Association of School Lib-
rarians and Division of Libraries for Children and Young
People. Guests will be the two authors, winners of the
Newbery and Caldecott medals, and V.I.P.'s of the
library world. Your badge will admit you.

Tuesday, July 1, 10:30 A.M.

Presiding, Mrs. Lillian Gurney, School Lib. Consultant,
American News Co. Problems of Publishing Children's
Books—Lillian Bragdon, Children's Editor, Thomas Y.
Crowell Co., Louise Boniono, Random House. Discus-
sion period following.

Wednesday, July 2, 8:30 A.M.

AASL State Assembly Breakfast

Wednesday, July 2, 2:00 P.M.

Business Meeting

Wednesday, July 2, 4:15 P.M.

Committee Meetings

Wednesday, July 2, 8:30 P.M.

Presiding, Dorothea I. Godfree, Junior High School, Port
Washington, N.Y. The Migration of Words—Dr.
Gilbert Highet, Anton Professor of Latin, Columbia
University.

Thursday, July 3, 8:45 A.M.

Committee Meetings

Thursday, July 3, 10:30 A.M.

Presiding, Mrs. Dilla McBean, Director, Division of Librar-
ies, Board of Education, Chicago.

Children, Libraries, and T.V.—Gloria Chandler, Chand-
ler Records; Margaret Lesser, Editor of Children's
Books, Doubleday; Marguerite De Angeli, author; Mrs.
Scott Billitt, producer of T.V. Teladventure Tales.

This is an invitation meeting for the members of the
Division of Libraries for Children and Young People.

Friday, July 4, 2:00 P.M.

AASL Board of Directors open meeting with Committee
Chairmen and ALA Council representatives.

* * * * *

Miss Virginia Chase, President of the Division of Librar-
ies for Children and Young People, extends an invitation to
all AASL members to hear their division speaker, Mrs.
Elizabeth Janet Gray Vining, *Wednesday July 2, 8:30, P.M.*
Her topic is "Presenting Our American Heritage in Japan."

* * * * *

Note from our President: We must start meetings on
time. Since there are two periods for meetings each after-
noon and each morning, we shall have to use every moment.

* * * * *

The Garden Clubs of Port Washington will furnish
flower arrangements for AASL meetings. We thank them!

* * * * *

Those planning to attend the reception Monday, June
30, should write Miss Alice McQuaid, 444 Amsterdam Ave.,
New York 24.

AT THE CONVENTION

Ruth Peters, Publicity Chairman

The AMERICAN ASSOCIATION OF SCHOOL
LIBRARIANS, division of the AMERICAN LIBRARY
ASSOCIATION, has outlined a schedule of outstanding
events for its first divisional program, to be held in New
York City this June during the annual national convention
of A.L.A.

Under the able chairmanship of Miss Dorothea Godfree,
and planning committee has lined up an interesting program.

One of the highlights in the program is the open meeting
on Wednesday evening, July 2, at 8:30, when the speaker
will be Dr. Gilbert Highet, Anthon Professor of Latin at
Columbia, and author of the popular book, "The Art of
Teaching",—whose topic will be "The Migration of
Words", explaining the idea of the interchange of words,
concepts and general learning among different racial and
cultural groups. This is a fascinating subject offered by an
unusually gifted lecturer.

A lounge room will be provided as division headquarters
and as a rendezvous for those interested in locating and meet-
ing others who wish to make up parties for sightseeing or
visiting tours, or going to special restaurants. Exhibits also
will be on display in this room.

Watch for the official A.L.A. program for further infor-
mation, or any changes that may have to be made.—See you
all at the Convention!

AUDIO-VISUAL MATERIALS

Recording of Ibsen's *Hedda Gabler* (Long-playing). Or-
der from Theatre Masterworks, 30 Rockefeller Plaza, New
York 20. Price: \$10.00 plus 75c postage.

The *Modern Language Journal* beginning with the No-
vember 1951 issue contains a section *Audio-Visual Aids*. This
new department will include Radio, Television, Maps,
Records, etc. The *Modern Language Journal* is the official
publication of the National Federation of Modern Language
Teachers. It is not only a distinct help for the teachers of
language but also for the librarians who wish to provide the
audio-visual aids and area materials which are being used
more and more in the teaching of language and other sub-
jects.

Teaching The Use of Reader's Guide: Another film-
strip recently published to add to our collection of aids in
teaching the use of books and libraries. Purchase from Van
Allyn Institute, P. O. Box 227, Burbank, California. Price
\$3.75.

WE'D LIKE TO CORRECT

We wish to make the following corrections to the March
Newsletter: Constitution, Article VI, Section I:

(c) (b) if there is no (a), to the president of the
school library section of the state education association
instead of state library association

President's report, section on membership, paragraph
three: American Association of University Librarians should
read American Association of University Professors.

Under announcements, *School Activities* should read
School Activities and the Library.

ALABAMA SCHOOL LIBRARIANS ATTEND WORK CONFERENCES

Fannie Schmitt, School Libraries Consultant of Alabama

School librarians from all over the State of Alabama have come to look forward to the annual work conferences for inspiration, guidance, and know-how. These conferences are sponsored by the State Department of Education, and directed by Miss Fannie Schmitt, School Libraries Consultant. Two 1951-52 work conferences were held, one in Dothan, February 8 and 9, and one in Gadsden, February 11 and 12.

Miss Sue Hefley, Director, Materials Center, Webster Parish Schools, Minden, Louisiana, was consultant for the two conferences on *The School Library—A Materials Center*. More than 100 librarians and teacher-librarians participated.

The schedule for each conference included general sessions, discussion group sessions, and one period for meetings of the district organizations of the Department of School Libraries, Alabama Education Association, and the official state organization of school librarians.

Discussions of materials were based upon the treatment of this phase of the school program in the 1951 Alabama Curriculum Bulletin, *Course of Study and Guide for Teachers Grades 1-12*. General sessions included addresses by Miss Hefley and panel discussions by groups of participants with Miss Hefley as leader. Subjects of the general sessions were: Audio-Visual Materials—Criteria for Selection, Aids to Selection, Organization; Books for School Libraries; Current Trends, Current Problems, Pamphlets and Periodicals. Following the general sessions, participants met in groups to discuss further the implications and applications of points made in the general sessions. A portion of one of these discussion periods was allocated to evaluation of the conference and suggestions for next steps.

Participation was excellent, professional spirit of high order, enthusiasm general, and fellowship enjoyable. The various study groups were agreed that the State Department of Education should continue to sponsor such annual work conferences. Since attendance is increasing, and should continue to do so, some interest was expressed in arranging for more than the two conferences (one in the southern part of the state, one in the northern part) which have been the pattern to-date.

The work of the conferences was based upon the fundamental assumptions that: (1) the school library is a materials center in which all materials of learning and instruction have equal status in consideration; (2) centralization of responsibility for materials within a school is desirable; (3) library service should be a group undertaking of all members of the school; (4) creative contribution of individuals to the group effort is obligatory. The conferences made no attempt to exhaust any one of the areas discussed; the purposes were, instead, to survey generally these types of materials most generally found in Alabama school libraries, to try to determine their significant characteristics so far as library service is concerned, to identify their chief values and limitations, and the problems attendant upon their use, to recognize discernable trends in regard to their selection, production, organizations, and use, to review sources of information about them, and finally to share experiences in using them.

A few of the significant points made in general sessions and study groups were:

1. Audio-visual materials seem to lend themselves particularly to group use.

2. Because sensory experience is primary, and reading competency secondary, in the use of audio-visual aids, a single item tends to be useful to a variety of maturity levels.
3. Coverage of subjects and interests is often inadequate in audio-visual materials currently available.
4. Careful evaluation of the entire content of any item of audio-visual aids is necessary; sampling of content is inadequate. Evaluation should be based upon analysis of specific needs at hand and upon carefully formulated criteria for selection.
5. In most cases, ordinary library shelving can be used satisfactorily for housing audio-visual aids, with minor modification required in some cases.
6. Books provide wider coverage than that given by any other type of material.
7. Books are adapted to a great variety of circumstances and situations, by groups or by individuals, at school or at home.
8. Current trends in book production include: "small packaging", good typography, use of graphic presentation, increased durability of binding, ease of readability.
9. Current trends in book content include: concept of one world, current science, vocational opportunities, expanding concept of mental health, necessity of defending an ideology, recognition of urgency of need to emphasize spiritual values.
10. In evaluating book service in the school library, attention must be focused upon the growth of the pupil. Count of books owned has no real meaning; count of books circulated may have no real meaning.
11. Independent thinking is a must in the selection and use of books, even though many printed helps in these areas are available.
12. Editorial policy must be understood in the selection and use of any periodical.
13. Periodicals offer wide coverage of subject matter.
14. Treatment of any subject in periodicals is likely to be concise and comparatively brief.
15. Continuous evaluation of material periodically issued is necessary.
16. Free and inexpensive materials should be as carefully evaluated as the costliest items.
17. A materials committee in a school can oftentimes provide leadership in cooperative selection.
18. Censorship as a possible part of school library service should be concerned with treatment and manner of presentation rather than with subject.

Annual Meeting NORTHERN COLORADO — SOUTHERN WYOMING Library Association Conference

Pleasure and professional profit were provided for one hundred members of the regional Library Association of Northern Colorado and Southern Wyoming in a meeting held April 18 and 19 at Colorado State College of Education in Greeley, Colorado. Miss Irene M. Coons, Social Science Librarian of Colorado A & M College, in Fort Collins, Colorado, was this year's president.

The theme for the conference was *The Library's Responsibility In Adult Education*, of timely interest in relation to the recent formation of the Adult Education Association.

American Association of School Librarians

A Division of the
American Library Association

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Based upon recommendations made at the conference in 1951, the meeting was conducted by the work conference plan. The work conference staff was composed of Dr. Prudence Bostwick, Supervisor, Department of Instruction, Denver Public Schools, Mr. John T. Eastlick, Librarian, Denver Public Library, and Miss Coons.

Arrangements were in charge of Mrs. Catherine Gates of the college library staff. Exhibits appealing to varied interests were those of the bookmobile of the Weld County Library in Greeley, of which Mrs. Ann Muller is the librarian, the rare books collection of Mr. Ralph Bishop, CSCE Industrial Arts professor, books and audio-visual equipment of Denver companies.

Dr. Prudence Bostwick presided over a panel discussion at the Friday night dinner meeting. Other panel members were Mrs. Ray Patterson, a housewife and former librarian, from Loveland, Colorado; Mrs. Carmen Johnson, Larimer County Extension Agent, from Fort Collins, Colorado; Miss Marian Sundquist, Librarian, Longmont Public Library; Dr. Leslie D. Zeleny, Chairman of the Division of Social Sciences, CSCE, and Mr. Eastlick.

At the general meeting Saturday morning the welcome and workshop orientation were given by Miss Coons. Mr. Eastlick acted as director for the workshop, with Dr. Bostwick as co-director. Luncheon was followed by reports of workshop groups, summary by Mr. Eastlick, and evaluation by Dr. Bostwick.

At the business meeting which closed the conference, Miss Mary J. Carpenter, Librarian of the Carnegie Public Library in Cheyenne, Wyoming, was elected president for 1953. A tentative invitation was extended from Cheyenne for the next meeting.

INDIANA SCHOOL LIBRARIANS' CONFERENCE

Indiana School Librarians' Conference was held April 18-19, at Indiana State Teachers College at Terre Haute. The conference was planned to help those teachers who have just become teacher-librarians as well as librarians who have been in the profession for a number of years. Problem clinics on such areas as student assistants, audio-visual and other non-work materials, and magazines were held. Miss Laura Martin served as leader at the clinic on magazines.

STANDARDS FOR LIBRARY SCIENCE PROGRAMS

During the Annual Conference of the American Association of Colleges for Teacher Education in February, Mrs. Florrinell F. Morton, Chairman of the ALA Board of Education for Librarianship and Anita M. Hostetter, Secretary of the Board, presented Standards for Library Science Programs in Teacher Education Institutions to the Studies and Standards Committee. These standards were prepared by a sub-committee of the Board whose members were Laura K. Martin for AASL, Mary Gaver for ACRL, Nancy Day as a State School Library Supervisor, Mrs. Morton and Miss Hostetter. They were revised at a joint meeting of the Board and subcommittee at the ALA Mid-winter Meeting and were approved by the Board for presentation to AACTE.

With the approval of the AACTE Accrediting Committee, the Committee on Studies and Standards recommended the experimental use of the standards in visits to institutions of teacher education during the remaining months of the current year. The Board of Education for Librarianship will have an opportunity to suggest visitors for institutions which offer programs in library science.

During the AACTE meeting a panel discussion on the education of school librarians was well attended by presidents, deans and librarians. The participants included Roscoe L. West, President, State Teachers College, Trenton, New Jersey; R. W. Fairchild, President, Illinois State Normal University; Laura K. Martin, Margaret I. Rufsvold, Anita M. Hostetter and Mrs. Florrinell F. Morton, Chairman. Specific requirements of the standards as presented and particularly the relationships between undergraduate programs and the graduate programs of library schools were discussed. It was generally concluded that cooperation between the ALA and AACTE can be worked out with mutual benefit and will lead to improvement in the education of school librarians.

PERHAPS, YOU NEED TO KNOW

Deadline for next issue of the *Newsletter*—July 15, 1952.

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Committee reports, not more than two pages in length, should be in by June first. Submit all bills outstanding with a note of those which cannot be sent in final form. Send reports in duplicate to Headquarters or to Miss Martin.

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New York Conference—Time has again been set aside for committee meetings, but any chairman may designate another time. A room has been scheduled only for the membership committee. Should rooms for any other committee be necessary, Miss Laura Martin or Mrs. Florence Simmons will try to make individual arrangements.

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Matters for discussion at the New York conference should be sent to the President, the Acting Executive Secretary or any board member.

HAVE YOU SEEN?

I Want to Order Books for the School Library But— Prepared by Kansas State Teacher Association School Library Committee, KSTA, 315 West Tenth, Topeka, Kansas, 1952. A helpful leaflet especially for teachers and inexperienced librarians answering such questions as (1) From whom should I order? (2) How should I write the book order? (3) How can I be sure that I am ordering the right books? and (4) Where can I get the names of suitable books?

Manual for Student Library Assistants by Rachel C. Wilkes and Vera E. Goessling. Centralia Township High School Library, Centralia, Illinois, 1952. 75c.

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